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AUTHOR	Willis, Roni L.
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ABSTRACT

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The West Georgia Regional Library conducted a project from October 1992 until September 1993 that involved collection development and providing tutoring services to adult learners in a community of 100,000-200,000 people. The project goal was to cooperate with other community agencies in a coordinated effort to increase the reading level of the population in two counties that the library serves. The project provided classroom instruction, small group instruction, and one-on-one tutoring, using the Laubach and Literacy Volunteers of America (LVA) methods. The project served more than 350 adult learners, and provided more than 100 hours of direct tutoring service. The West Georgia Regional Library System purchased high interest, low vocabulary informational and recreational library materials to support a basic literacy program already in progress in Carroll and Haralson Counties. Basic literacy and GED classes were offered, and new adult reader collections were placed in five libraries. Patrons in other library system libraries have access to the new reader collection through interlibrary loan. (SWC)

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West Georgia Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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JAMES P. COOPER, Director

Carrollton: (404) 836-6711
Atlanta: (404) 651-9615
Fax: (404) 651-9615

WEST GEORGIA REGIONAL LIBRARY

Neva Lomason Memorial Library Building
(Carroll, Douglas, Haralson, Heard, Paulding)
710 ROME STREET
CARROLLTON, GEORGIA 30117

FINAL REPORT FOR LSCA Title VI, Library Literacy Program

Grant Number: R167A20503
Project Period: 10/1/92 - 9/30/93
Amount of Project: $20,100.00

Report Prepared by: Roni L. Willis, Assistant Director
West Georgia Regional Library
710 Rome Street
Carrollton, GA 30117

Telephone: (404)836-6711 or (404)651-9615

Roni L Willis

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
XX between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
___ Basic Literacy
___ Other (describe)_____

XX Collection Development
XX Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

XX Laubach XXLVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

XX one-on-one tutoring ___ small group instruction
XX classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes XX no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? XX yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Logs were kept on individual students involved in the Literacy classes at the Tallapoosa Library. Logs indicated what grade level the student was reading at throughout the period of tutoring. The students that started the class during this project are still in the class. Their beginning reading levels were: 1 in grade 0-4; 4 in grade 5-8; 5 in grade 9-12. Through September, 5 were in grade 5-8; 5 in grade 9-12

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
XX public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
XX survey
___ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 350+
Of those served, how many received direct tutoring service? 50+ How many hours of direct tutoring service did they receive? 100+
How many new volunteer tutors were trained? _____
How many current volunteer tutors received additional training? _____
How many volunteer tutors (total) were involved? 25+
How many non-tutor volunteers were recruited? _____
How many service hours were provided by non-tutors? _____
How many librarians were oriented to literacy methods, materials, and students? 15
How many trainers of tutors were trained? _____

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

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LSCA TITLE VI GRANT REPORT
LITERACY PROGRAM SUPPORT PROJECT

ABSTRACT

West Georgia Regional Library System received a grant of $20,100.00 to purchase high interest, low vocabulary informational and recreational library materials to support a basic literacy program already in progress in Carroll and Haralson Counties. Funds were also used to provide literacy classes held at the Tallapoosa Public Library in Haralson County.

The percentage of adult residents with less than an eighth grade education in the five counties that the library serves ranges from 20.7% to 37.3%. The library system had attempted to supply high interest, low vocabulary materials to its patrons, but had only been able to do so on a limited basis, because of restrictive materials budgets.

In talking to the Director of Adult Literacy for Carroll and Haralson Counties, it was found that there was a great need for public libraries in the area to provide a "New Adult Reader" section in each library that would contain books with a controlled vocabular, but with high interest levels. There was also a need for literacy classes in the Tallapoosa area in Haralson County. With many recent plant closings in the area, adults were finding the need for GED classes and literacy classes.

This project began on October 1, 1992 and was completed in September, 1993. It was under the direction of Roni Willis, Assistant Director, West Georgia Regional Library, with the assistance of Shirley Gantt, literacy coordinator for Carroll and Haralson Counties.

WEST GEORGIA REGIONAL LIBRARY

LSCA TITLE VI GRANT REPORT
LITERACY PROGRAM SUPPORT PROJECT

Background:

The West Georgia Regional Library System serves five counties: Carroll, Douglas, Haralson, Heard and Paulding Counties, a total area of 1605 square miles in the western part of Georgia. The Office of Planning and Budget estimated the population for the library's service area to be 225,302 in FY1992, the fiscal year of the project.

The library headquarters is located in Carrollton. Branch libraries are located in Bremen and Tallapoosa in Haralson County, Bowdon and Villa Rica in Carroll County, Douglasville and Lithia Springs in Douglas County, Dallas in Paulding County, and Franklin in Heard County.

Literacy programs are well established in all counties of the library system. Shirley Gantt is the Literacy Coordinator for the programs in Carroll, Haralson, and Coweta Counties. When talking to literacy coordinators across the system, one need was evident. Books were needed in the public libraries to provide supplemental help to students and to provide them with a place to have reinforcement and recreational reading on their interest and reading level. Ms. Gantt expressed an additional need for funding for the beginning of a literacy program to be initiated in Haralson County, because of recent plant closings resulting in many adults out of work and lacking the skills to get new jobs.

Goal:

The library system's goal was to cooperate with other community agencies in a coordinated effort to increase the reading level of the population in two counties that the library serves. The Library would work closely with the area literacy coordinator and the Carroll County Chamber of Commerce to ensure that services and materials provided through the project would enhance and supplement the literacy efforts in the area.

Objectives:

The following objectives were defined for the project:

1. West Georgia Regional Library will organize a New Adult Reader Collection in five libraries in the system within the first six months of the project.

2. At least 2,700 high interest, low vocabulary books will be purchased, cataloged and added to the library collection during the first six months of the project.

3. An instructor will be hired to provide literacy classes for at least two mornings a week at Tallapoosa Public Library, to begin no later than three months into the project.

4. Circulation of books in the New Reader Collection will be at least 300 per month during the first six months of the project.

Summation of Goals and Objectives:

West Georgia Regional Library accomplished its goal of working with local agencies, including Carroll Technical Institute, Carroll County Chamber of Commerce, and the Literacy Coordinator, to ensure that services and materials provided through this

project would support existing literacy efforts.

The Assistant Director of the Library worked closely with the Director of Adult Literacy to create a list of books to be ordered for the New Adult Reader Collections. Books ordered and added to the collection included GED preparation books, books on basic math and grammar, high interest readers, readers to accompany books being used in literacy classes, nonfiction books on job skills, and books with accompanying audio cassettes.

New Adult Reader Collections were created in libraries in Carrollton, Bowdon, Bremen, Villa Rica, and Tallapoosa. A section of shelves was identified at the end of the nonfiction area in each library and was clearly labeled with "New Reader" signs. As books were processed, a symbol of "NR" was placed before the call number of each book to ensure that books would be reshelved in the correct area.

Publicity was accomplished through announcements in the newspaper, brochures to area students and tutors, and brochures available at the library. All books were listed on the library's computer, so that students in other areas of the library system could borrow the New Adult Reader books through interlibrary loan services.

A total of 3,300 books were added during this project to the five adult reader collections. Circulation of these materials has increased from 25 per week during the first month of the project to over 350 per week during the last month of the project.

A literacy teacher was hired to teach literacy classes at the Tallapoosa Public Library beginning in January, 1993. This was a daytime class, the first of its kind

in Haralson County. A total of ten students were enrolled in the class during January. One student was on a 0-4 reading level, four on a 5-8 reading level, and five on a 9-12 reading level. During the second month of the project, twenty-four students were enrolled in the class. By the end of September, 1993, two students had earned theire GED, and others in the class had made significant progress.

Through this project, West Georgia Regional Library provided funds for the salary of the teacher of this class. Shirley Gantt, Director of Literacy, was responsible for hiring the teacher and monitoring the success of the class. Space was provided for the class in the library's meeting room.

At the conclusion of this project, Carroll Technical Institute was able to assume the funding for the salary for this teacher and the daytime class continues at the library.

Project Impact:

This project has affected many agencies and individuals in the West Georgia area. After the creation of New Reader Collections in the five libraries that were mentioned, library staff members began to realize how great a need there is for these materials. Plans are being made now to create similiar collections in the other branches of the library system.

Tutors and students have enjoyed the collections as well. Tutors appreciate the availability of the materials in the public library so that students can feel that there is a place for them to get books that they can read and are interested in. Many literacy teachers and tutors have brought classes to the library for an orientation and tour. At least one hundred students have signed up for library cards during the course of this project.

Other library patrons that are trying to improve job skills or that are considering working toward a GED use the books in the collection as well. Librarians have found it necessary to budget a percentage of the annual materials budget for New Reader books to keep up with the demand.

CARROLL TECHNICAL INSTITUTE
Adult Education Department
&
NEVA LOMASON LIBRARY
MONTHLY ATTENDANCE

MONTH	Grade Level 0-4	Grade Level 5-8	Grade Level 9-12	TOTAL
JANUARY	1	4	5	10
FEBRUARY	2	8	14	24
MARCH	1	12	13	26
APRIL	1	7	7	15
MAY	0	6	9	15
JUNE	0	4	5	9
JULY	1	4	5	10
AUGUST	0	5	6	11
SEPTEMBER	0	5	5	10